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ABSTRACT

These inventories are designed to help faculty members, departments, colleges, and universities examine individual behaviors and institutional policies and practices for their consistency with seven principles for good practice in undergraduate education. The Faculty Inventory has seven sections, one for each principle: student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and diverse talents and ways of learning. In each section, 10 statements are presented for rating on a five-point Likert scale. The questions address activities consistent with good educational practice and help respondents identify activities they might wish to pursue. The Institutional Inventory has six sections: climate, academic practices, curriculum, faculty, academic and student support services, and facilities. The 11 statements to be rated in each section address policies, practices, institutional norms, and expectations that support good practice. The inventories are designed to be used as a basis for diagnosis, rather than as a basis for judgment about performance, summative evaluation, or self-justification. (JDD)

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INSTITUTIONAL INVENTORY

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The "Inventories of Good Practice in Undergraduate Education" are part of a project initiated in 1986 under the auspices of the American Association for Higher Education (AAHE), the Education Commission of the States, and The Johnson Foundation, Inc. The Inventories have been developed by Arthur W. Chickering of George Mason University, Zelda F. Gamson of the University of Massachusetts at Boston, and Louis M. Barsi of the American Association of State Colleges and Universities (AASCU), with support from The Lilly Endowment, and prepared by Susan J. Poulsen of The Johnson Foundation.

The Inventories relate to the "Seven Principles for Good Practice in Undergraduate Education" published in 1987 by AAHE and reprinted by The Johnson Foundation as a separate publication. The Johnson Foundation has filled requests for more than 100,000 copies of that publication, and has made copies available to educational institutions across the U.S. and in Canada and the United Kingdom. Copies of the "Seven Principles" are available at no cost from The Johnson Foundation, Inc., Racine, Wisconsin 53401-0547.

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Inventories of Good Practice in Undergraduate Education

These Inventories are designed to help faculty members, departments, colleges, and universities examine individual behaviors and institutional policies and practices for their consistency with Seven Principles for Good Practice in Undergraduate Education. (See Summary on page 11.)

The Inventories are in two parts which can be used jointly or separately. The Faculty Inventory has seven sections, one for each Principle: Student-Faculty Contact, Cooperation Among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, and Diverse Talents and Ways of Learning. It can be useful to faculty members, student services staff, and administrators who also teach. The questions address activities consistent with Good Practice in Undergraduate Education and help respondents identify activities they might wish to pursue.

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These Inventories are not neutral. They express the point of view in the Principles. These Principles are anchored in decades of research about teaching, learning, and the college experience. It is obvious which responses are "good" with respect to each Principle so it is easy to create a positive picture. The Inventories will be useful only to the extent that responses are honest reports of individual behaviors and the institutional environment.

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Arthur W. Chickering, George Mason University

Zelda F. Gamson, University of Massachusetts at Boston

Louis M. Barsi, American Association of State Colleges and Universities

I Climate

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. There are functions on campus when students and faculty get together informally.	☐	☐	☐	☐	☐	☐
2. There is student representation on major faculty and administrative committees.	☐	☐	☐	☐	☐	☐
3. Students are publicly recognized for superior academic performance.	☐	☐	☐	☐	☐	☐
4. This institution successfully recruits and retains minority faculty, staff, and students.	☐	☐	☐	☐	☐	☐
5. Senior administrators explicitly recognize faculty and student contributions to institutional policies and practices.	☐	☐	☐	☐	☐	☐
6. Institutional publications reflect diversity in the student body, faculty, and staff.	☐	☐	☐	☐	☐	☐
7. The administration encourages faculty to hold high expectations for student performance.	☐	☐	☐	☐	☐	☐
8. The President and other senior administrators are accessible to faculty members and students.	☐	☐	☐	☐	☐	☐
9. Faculty members and administrators go out of their way to create a hospitable climate on campus.	☐	☐	☐	☐	☐	☐
10. Senior administrators, deans, and department heads set examples of collaborative relationships.	☐	☐	☐	☐	☐	☐
11. Students know that people work hard on this campus.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

2 Academic Practices

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Students may test out of requirements they have already met or subjects they know.	☐	☐	☐	☐	☐	☐
2. This institution speaks to relationships between the course load students assume and other responsibilities such as work, family, and community activities.	☐	☐	☐	☐	☐	☐
3. This institution compares salary levels for male and female staff.	☐	☐	☐	☐	☐	☐
4. This institution keeps track of how its graduates are doing.	☐	☐	☐	☐	☐	☐
5. Students are given opportunities to evaluate academic programs and suggest changes.	☐	☐	☐	☐	☐	☐
6. This institution imposes limitations on the number of incompletes students can carry.	☐	☐	☐	☐	☐	☐
7. Faculty members articulate clear criteria for evaluating students' work.	☐	☐	☐	☐	☐	☐
8. This institution sends reports to students on their progress in meeting requirements.	☐	☐	☐	☐	☐	☐
9. Part-time faculty play other important roles besides teaching their courses.	☐	☐	☐	☐	☐	☐
10. This institution assesses changes in student knowledge and competence during their attendance.	☐	☐	☐	☐	☐	☐
11. Athletes are held to the same academic expectations as other students.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

3 Curriculum

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Courses incorporate field experiences or hands-on applications.	☐	☐	☐	☐	☐	☐
2. Faculty revise and monitor the general education requirements.	☐	☐	☐	☐	☐	☐
3. Faculty revise and monitor requirements in the major.	☐	☐	☐	☐	☐	☐
4. Students engage in independent study, contract learning, or mastery learning.	☐	☐	☐	☐	☐	☐
5. Freshmen enroll in special programs.	☐	☐	☐	☐	☐	☐
6. Students participate in a cooperative work program or an internship program.	☐	☐	☐	☐	☐	☐
7. Faculty and students are aware of the knowledge, skills, and attitudes this institution expects its students to develop by the time they graduate.	☐	☐	☐	☐	☐	☐
8. Students pursue their own individually designed majors.	☐	☐	☐	☐	☐	☐
9. Students enroll in interdisciplinary majors.	☐	☐	☐	☐	☐	☐
10. Students participate in programs which help them appreciate cultural diversity.	☐	☐	☐	☐	☐	☐
11. Students enroll in learning communities, cluster courses, or special seminars designed to help them see relationships among the subjects they study.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

4 Faculty

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Faculty members are on campus and available to students during the week.	☐	☐	☐	☐	☐	☐
2. Explicit criteria are used for evaluating teaching performance.	☐	☐	☐	☐	☐	☐
3. Faculty members receive release time and other support to develop new ways of teaching or to keep up with their fields.	☐	☐	☐	☐	☐	☐
4. Faculty members receive feedback concerning their performance as teachers and advisors.	☐	☐	☐	☐	☐	☐
5. Limits on outside consulting and other private ventures are discussed with faculty members.	☐	☐	☐	☐	☐	☐
6. Faculty take academic advising seriously.	☐	☐	☐	☐	☐	☐
7. Annual merit increases are directly tied to faculty performance in teaching.	☐	☐	☐	☐	☐	☐
8. Faculty members work with student services staff members.	☐	☐	☐	☐	☐	☐
9. This institution recognizes advising as a legitimate part of the faculty's work load.	☐	☐	☐	☐	☐	☐
10. Faculty participate in key institutional decisions, such as those concerned with long range planning, budget, and personnel.	☐	☐	☐	☐	☐	☐
11. Faculty evaluate administrators' contributions to the educational climate of this institution.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

5 Academic and Student Support Services

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Counseling services address a wide range of student concerns.	☐	☐	☐	☐	☐	☐
2. Students go to a writing laboratory for help with papers and writing problems.	☐	☐	☐	☐	☐	☐
3. Time management seminars are offered to students.	☐	☐	☐	☐	☐	☐
4. Students with poor academic preparation receive help in improving their academic skills.	☐	☐	☐	☐	☐	☐
5. Student Affairs, Academic Affairs, and the Student Government jointly carry out the orientation program.	☐	☐	☐	☐	☐	☐
6. Students serve as tutors, advisors, or resource persons for other students.	☐	☐	☐	☐	☐	☐
7. Students receive professional assistance in preparing their financial aid forms.	☐	☐	☐	☐	☐	☐
8. Educational objectives are specified for student activities.	☐	☐	☐	☐	☐	☐
9. Students work with the same advisor during the entire period of their enrollment.	☐	☐	☐	☐	☐	☐
10. This institution trains faculty, staff, and students to deal with student diversity.	☐	☐	☐	☐	☐	☐
11. Financial aid checks are available for distribution on the first day of classes for those who apply by the deadline.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

6 Facilities

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Classrooms have moveable furniture.	☐	☐	☐	☐	☐	☐
2. Comfortable places where students can meet with faculty are available.	☐	☐	☐	☐	☐	☐
3. Study spaces conducive to quiet concentration are available.	☐	☐	☐	☐	☐	☐
4. Recreational and athletic facilities are open evenings and weekends.	☐	☐	☐	☐	☐	☐
5. A cafeteria, snack bar, or other eating facility is open during the day and evening.	☐	☐	☐	☐	☐	☐
6. Students use video, laboratory, and artistic equipment on campus.	☐	☐	☐	☐	☐	☐
7. Students use computers provided by the university.	☐	☐	☐	☐	☐	☐
8. Parking facilities adequate to serve the needs of students, faculty, and staff are available.	☐	☐	☐	☐	☐	☐
9. Public transportation to and from the campus is available to students during the day and evening.	☐	☐	☐	☐	☐	☐
10. Over the course of the semester, the library is open late evenings and weekends.	☐	☐	☐	☐	☐	☐
11. Administrative and Student Services offices are open for students who take courses at night.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

Summary Responses

After reviewing my responses to these six areas and the items within them, I think the most important area(s) for my institution to work on is/are:

The people or groups in the best position to act on these items are:

Summary

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. Good Practice Encourages Student - Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Whose Responsibility is it?

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgements about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of under-represented groups among administrators, faculty members, and student service professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

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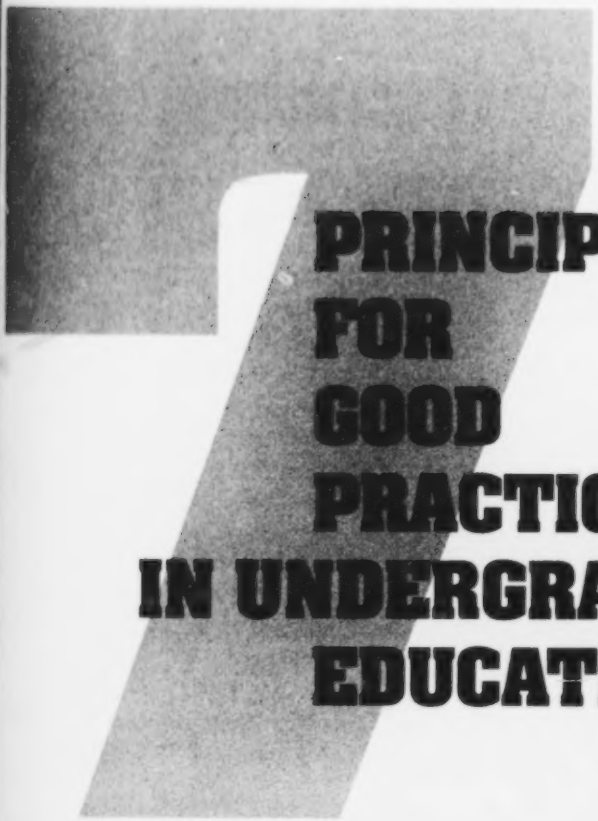

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Zelda F. Gamson, University of Massachusetts at Boston

Louis M. Barsi, American Association of State Colleges and Universities

I Good Practice Encourages Student - Faculty Contact

	Very Often	Often	Occasionally	Rarely	Never
1. I advise my students about career opportunities in their major field.	☐	☐	☐	☐	☐
2. Students drop by my office just to visit.	☐	☐	☐	☐	☐
3. I share my past experiences, attitudes, and values with students.	☐	☐	☐	☐	☐
4. I attend events sponsored by student groups.	☐	☐	☐	☐	☐
5. I work with student affairs staff on issues related to student extracurricular life and life outside of school.	☐	☐	☐	☐	☐
6. I know my students by name by the end of the first two weeks of the term.	☐	☐	☐	☐	☐
7. I make special efforts to be available to students of a culture or race different from my own.	☐	☐	☐	☐	☐
8. I serve as a mentor or informal advisor to students.	☐	☐	☐	☐	☐
9. I take students to professional meetings or other events in my field.	☐	☐	☐	☐	☐
10. Whenever there is a conflict on campus involving students, I try to help in its resolution.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

2 Good Practice Encourages Cooperation Among Students

	Very Often	Often	Occasionally	Rarely	Never
1. I ask students to tell each other about their interests and backgrounds.	☐	☐	☐	☐	☐
2. I encourage my students to prepare together for classes or exams.	☐	☐	☐	☐	☐
3. I encourage students to do projects together.	☐	☐	☐	☐	☐
4. I ask my students to evaluate each other's work.	☐	☐	☐	☐	☐
5. I ask my students to explain difficult ideas to each other.	☐	☐	☐	☐	☐
6. I encourage my students to praise each other for their accomplishments.	☐	☐	☐	☐	☐
7. I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.	☐	☐	☐	☐	☐
8. I create "learning communities," study groups, or project teams within my courses.	☐	☐	☐	☐	☐
9. I encourage students to join at least one campus organization.	☐	☐	☐	☐	☐
10. I distribute performance criteria to students so that each person's grade is independent of those achieved by others.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

3 Good Practice Encourages Active Learning

	Very Often	Often	Occasionally	Rarely	Never
1. I ask my students to present their work to the class.	☐	☐	☐	☐	☐
2. I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works.	☐	☐	☐	☐	☐
3. I ask my students to relate outside events or activities to the subjects covered in my courses.	☐	☐	☐	☐	☐
4. I ask my students to undertake research or independent study.	☐	☐	☐	☐	☐
5. I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.	☐	☐	☐	☐	☐
6. I give my students concrete, real-life situations to analyze.	☐	☐	☐	☐	☐
7. I use simulations, role-playing, or labs in my classes.	☐	☐	☐	☐	☐
8. I encourage my students to suggest new readings, research projects, field trips, or other course activities.	☐	☐	☐	☐	☐
9. My students and I arrange field trips, volunteer activities, or internships related to the course.	☐	☐	☐	☐	☐
10. I carry out research projects with my students.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

4 Good Practice Gives Prompt Feedback

	Very Often	Often	Occasionally	Rarely	Never
1. I give quizzes and homework assignments.	☐	☐	☐	☐	☐
2. I prepare classroom exercises and problems which give students immediate feedback on how well they do.	☐	☐	☐	☐	☐
3. I return examinations and papers within a week.	☐	☐	☐	☐	☐
4. I give students detailed evaluations of their work early in the term.	☐	☐	☐	☐	☐
5. I ask my students to schedule conferences with me to discuss their progress.	☐	☐	☐	☐	☐
6. I give my students written comments on their strengths and weaknesses on exams and papers.	☐	☐	☐	☐	☐
7. I give my students a pre-test at the beginning of each course.	☐	☐	☐	☐	☐
8. I ask students to keep logs or records of their progress.	☐	☐	☐	☐	☐
9. I discuss the results of the final examination with my students at the end of the semester.	☐	☐	☐	☐	☐
10. I call or write a note to students who miss classes.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

5 Good Practice Emphasizes Time on Task

	Very Often	Often	Occasionally	Rarely	Never
1. I expect my students to complete their assignments promptly.	☐	☐	☐	☐	☐
2. I clearly communicate to my students the minimum amount of time they should spend preparing for classes.	☐	☐	☐	☐	☐
3. I make clear to my students the amount of time that is required to understand complex material.	☐	☐	☐	☐	☐
4. I help students set challenging goals for their own learning.	☐	☐	☐	☐	☐
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.	☐	☐	☐	☐	☐
6. I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.	☐	☐	☐	☐	☐
7. I explain to my students the consequences of non-attendance.	☐	☐	☐	☐	☐
8. I make it clear that full-time study is a full-time job that requires forty or more hours a week.	☐	☐	☐	☐	☐
9. I meet with students who fall behind to discuss their study habits, schedules, and other commitments.	☐	☐	☐	☐	☐
10. If students miss my classes, I require them to make up lost work.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

6 Good Practice Communicates High Expectations

	Very Often	Often	Occasionally	Rarely	Never
1. I tell students that I expect them to work hard in my classes.	☐	☐	☐	☐	☐
2. I emphasize the importance of holding high standards for academic achievement.	☐	☐	☐	☐	☐
3. I make clear my expectations orally and in writing at the beginning of each course.	☐	☐	☐	☐	☐
4. I help students set challenging goals for their own learning.	☐	☐	☐	☐	☐
5. I explain to students what will happen if they do not complete their work on time.	☐	☐	☐	☐	☐
6. I suggest extra reading or writing tasks.	☐	☐	☐	☐	☐
7. I encourage students to write a lot.	☐	☐	☐	☐	☐
8. I publicly call attention to excellent performance by my students.	☐	☐	☐	☐	☐
9. I revise my courses.	☐	☐	☐	☐	☐
10. I periodically discuss how well we are doing during the course of the semester.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

7 Good Practice Respects Diverse Talents and Ways of Learning

	Very Often	Often	Occasionally	Rarely	Never
1. I encourage students to speak up when they don't understand.	☐	☐	☐	☐	☐
2. I discourage snide remarks, sarcasm, kidding, and other class behaviors that may embarrass students.	☐	☐	☐	☐	☐
3. I use diverse teaching activities to address a broad spectrum of students.	☐	☐	☐	☐	☐
4. I select readings and design activities related to the background of my students.	☐	☐	☐	☐	☐
5. I provide extra material or exercises for students who lack essential background knowledge or skills.	☐	☐	☐	☐	☐
6. I integrate new knowledge about women and other under-representated populations into my courses.	☐	☐	☐	☐	☐
7. I make explicit provisions for students who wish to carry out independent studies within my own course or as separate courses.	☐	☐	☐	☐	☐
8. I have developed mastery learning, learning contracts, or computer assisted learning alternatives for my courses.	☐	☐	☐	☐	☐
9. I encourage my students to design their own majors when their interests warrant doing so.	☐	☐	☐	☐	☐
10. I try to find out about my students' learning styles, interests, or backgrounds at the beginning of each course.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

Summary Responses

After reviewing my responses to these seven areas and the items within them, the key area(s) I would like to work on is/are:

Summary

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. Good Practice Encourages Student - Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Whose Responsibility is it?

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgements about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of under-represented groups among administrators, faculty members, and student service professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

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